



Money Matters Program: 6th Grade

Who Makes the Flakes?

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Title	Money Matters Program: 6th Grade
Suggested Quarter	Any
Content Standards and Objectives	<p>Objectives and Objective I.D.</p> <p>ELA.6.R.C2.4 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings. (CCSS RI.6.4)</p> <p>ELA.6.W.C9.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection organization and analysis of relevant content. Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>ELA.6.W.C11.1 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS W.6.7)</p> <p>ELA.6.W.C11.2 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS W.6.8)</p> <p>M.6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. (CCSS Math.6.EE.9)</p> <p>M.6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one</p>

	<p>anticipates variability in students' ages. (CCSS Math.6.SP.1)</p> <p>M.6.NS.3 Fluently add, subtract, multiply and divide multi-digit decimals using the standard algorithm for each operation. (CCSS Math.6.NS.3)</p> <p>SS.6.E.5 Classify and evaluate the different types of world trade organizations (e.g., trade, military and health).</p>
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21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	Students work together to negotiate value and cost and to determine the price of the product.	Students will participate in an Auction Market.	Students successfully formed teams in order to invest their mutual fund in a product.
Thinking and Reasoning Skills:	21C.O.5-8.2.LS3 - Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.	The teacher will observe or assist the class participating in stock market simulations, and individuals exploring stock market vocabulary.	The students will participate as a class in a stock market simulation, individually explore the terminology used in a stock listing.
Personal and Workplace Skills:	21C.O.5-8.3.LS2 - Student is flexible in approach to solving problems and completing tasks, considers alternative methods, solutions and perspectives, abandons strategies that do not work, and reallocates time and resources as priorities change.	Teacher will monitor groups to ensure that students are considerate of others' thoughts, feelings, and ideas regarding the exploration of information, forming opinions, and setting goals.	Students show consideration and concern for the other students in their group with reference to their ideas and pursuit of common goals.

Performance Objectives (Know/Do)	<p>Know :</p> <ol style="list-style-type: none"> 1. Addition, subtraction, multiplication and division of decimals and percentages. 2. Budgeting skills 3. Value of scale / Prices may vary 4. Corporate Brand 5. Special vocabulary related to personal finance <p>Do :</p> <ol style="list-style-type: none"> 1. Explore money management concepts such as price comparison. 2. Research information independently. 3. Analyze data and draw conclusions. 4. Show how quantity can affect price. 5. Review personal finance decision making model and vocabulary
Enduring Understandings	<ol style="list-style-type: none"> 1. Money management encompasses much more than spending.

	<ol style="list-style-type: none"> 2. Saving and investing money generates additional money. 3. Understanding mathematical knowledge is necessary for financial success. 4. Budgeting is an essential life skill.
Essential Questions	<ol style="list-style-type: none"> 1. What is the relationship between saving, spending and donating? 2. What is the relationship among fractions, decimals and percentages as they relate to budgeting, saving, and investing? 3. How do corporations compete for consumers? 4. Why is financial literacy a key component to successful saving and investing? 5. What is the relationship between budgeting and spending?
Learning Plan & Notes to Instructor	<p>The State Auditor serves as the Commissioner of Securities in West Virginia. The State Auditor's Office, Securities Division registers broker/dealers, investment advisers, and the investment firms doing business in West Virginia. The Securities Division also enforces state securities law, and offers investor education programming in an effort to thwart investment fraud. Money Matters was developed to bring the basic principles of investor education to the classroom, and has been presented to over 38,000 students since its inception in 2000. The worksheets and activities included here are designed to prepare students for the Money Matters program. The three main points covered in the Money Matters Program are:</p> <ol style="list-style-type: none"> 1. Pay yourself first: this first point is about telling the students how important it is to begin saving their money. Sixth graders are too young to have jobs, but most get an allowance, or are paid for doing odd jobs such as babysitting or mowing the grass. We encourage students to set long term financial goals and save at least 10% of their earnings toward those goals. 2. Investigate before you invest: the second point is about spending your money wisely. As sixth graders investing in the stock market is probably not top priority, but everyone can learn how to make their money count. When their parents go to the store they check the expiration dates on the food in order to make sure they are getting the best deal. If a student goes to buy a used video game, they should check the disc for scratches before they pay for it. It's always important to investigate before spending your money. In this exercise, students will learn more about how money is saved by purchasing by scale. Larger boxes of cereal cost less per unit (weight in this case). 3. If it sounds too good to be true, it probably is: this is the final point in the Money Matters Program. In this exercise, students are often marketed by different cereals by prizes in boxes, collecting items for prizes, or offered codes for online games. The discussion for the classroom would be: Did the prize make the cereal taste better, and would the student have purchased the cereal regardless of the prize?
Academic Prompts	<p>Personal Finance Vocabulary (25pts.) Students will be given a worksheet that lists ten personal finance vocabulary words and their definitions. They are instructed to match the word with the correct definition.</p> <p>Cereal Comparison (25pts.) Students will research their favorite cereal and its competitors. They will answer questions such as who owns their favorite cereal and where is it</p>

	<p>made. Students must also cite their sources.</p> <p>Price vs. Size (25pts.) For this activity students will compare the price per ounce and serving of both a regular size cereal box and a large/family size box of cereal. The students will then determine how many bowls of cereal a person needs to eat in order to get 100% of the daily requirement of dietary fiber.</p>
Culminating Assessment or Product	<ul style="list-style-type: none"> Students will participate in the Money Matters Program presented by the State Auditor's Office (25pts.)
Links and Other Resources	<p>The websites below are listed to help answer any questions you might have about personal finance or can be used to further research the topics discussed throughout the lesson plan. Included are multiple stock market websites and the website for the WV State Auditor.</p> <p> http://www.wvsao.gov/ (investor education material found in Securities) http://www.nasaa.org/investor-education/ http://www.investorprotection.org http://www.sec.gov/investor/tools/quiz.htm http://www.mymoney.gov (federal agencies' financial literacy outreach) http://finance.yahoo.com/ http://www.marketwatch.com/game/wv-fbla-pbl-league (WV FBLA) http://www.marketwatch.com/game (free stock market simulator) http://www.investopedia.com/simulator/ (free stock market simulator) http://www.smartstocks.com/ (stock market simulator) http://www.smgww.org (stock market simulator) https://nyse.nyx.com/ http://www.jumpstart.org/ (clearinghouse) http://www.moneyasyoulearn.org/ http://www.finra.org/Investors/index.htm http://www.americasaves.org/ http://www.grainmilling.org/text-only/cereal/c-ao.php (WTOs) http://www.aaccnet.org/Pages/default.aspx (US trade organization) http://wholegrainscouncil.org/ (US trade organization) </p>

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Includes Material From:

\$ensible \$aving \$atisfies \$olid \$pending

"STOCK UP" at the Market

Career + Budget Decisions = Life Choices

Fractions, Decimals, and Percents – An International Feast

By:

Mary Ann Gaston

Name: _____

Cereal Comparison

Answer the following questions about your favorite brand of cereal, and don't forget to cite your sources. **(Max: 25pts.)**

1. What is your favorite brand of cereal?

2. Where is your cereal made?

3. What company owns that cereal?

4. What other brands does that company own?

5. Who is that company's biggest competitor?

6. What brands does the competitor make?

Cereal Comparison Rubric

Categories	6pts.	4-5pts.	2-3pts.	1pts.
Support	Most major points are supported with specific detail	Some points supported by specific detail	Most points supported by general statements	There is an attempt at supporting statements
Use of Resources	The student easily locates cereal brands and competitors.	The student is able to locate cereal brands and competitors independently.	The student has some difficulty locating and using the cereal brands and competitors.	The student requires frequent assistance in finding cereal brands and competitors.
Format	Follows accepted standard formatting guidelines and is the requested length	Follows most of the accepted formatting guidelines and is the requested length	Does not follow accepted standard formatting guidelines and is over or under the requested length	Does not follow accepted standard formatting guidelines and is significantly over or under the requested length
Spelling and Grammar	Grammar and spelling are correct.	There are few errors in grammar and/or spelling.	There are some errors in grammar and/or spelling.	There are many errors in grammar and/or spelling.

Name _____

Price vs. Size

Answer these two questions about your favorite cereal. **(25pts.)**

1. Figure out the price per ounce and the price per serving of your favorite cereal. Compare the prices of the regular size box and the larger “family size” box.

- Is the regular size box or the large box cheaper per ounce?

Smaller Box: Price / Ounces (oz) =

Larger Box: Price / Ounces (oz) =

- How much does a bowl of cereal cost from each box? Hint: “Servings Per Container” can be found in the nutritional information.

Small Box: Price / Servings Per Container =

Larger Box: Price / Servings Per Container =

Show your work here:

2. Look at the nutritional information on the cereal box. Calculate how many bowls of cereal a person would need to eat in order to get 100% of their daily value of dietary fiber. Use this formula: **100 / percent of fiber in 1 serving of cereal = number of bowls needed**

Name: _____

Personal Finance Vocabulary Worksheet

Listed below are a set of ten personal finance vocabulary words and their definitions. Match the word with the definition that you believe to be correct. **(25pts.)**

- | | |
|------------------------|-----------------------|
| 1. ____ Investing | 6. ____ Stock |
| 2. ____ Auction Market | 7. ____ Demand |
| 3. ____ Competition | 8. ____ Budget |
| 4. ____ Supply | 9. ____ Dividend |
| 5. ____ Savings | 10. ____ Market Price |

- A. The amount of goods shoppers purchase in a given time period
- B. Money spent to increase current and/or future income
- C. Income suspended from current spending for future use
- D. The current price at which a stock can be bought or sold
- E. Corporate profits that are paid to shareholders periodically
- F. The amount of products or services that a producer is able to make available to shoppers at a given time
- G. An investment that represents shares of ownership in a company
- H. A business that produces, buys, or sells the same product or service as another
- I. The total amount of money assigned for a specific purpose during a specified period
- J. A place where buyers and sellers enter competitive offers at the same time.